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ABSTRACT

The guide, developed as part of an exemplary program in career education, consists of seven brief general education units for the senior high school grades. Each unit consists of two to eight learning objectives with corresponding, simply stated, suggestions for learning activities. The unit titles are: man, motivation, and decision making; male and female; sexuality--love and commitment; death and old age; American history--forging a nation, North-South conflicts, westward expansion, any history unit; electives; and miscellaneous. (JR)

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CAREER EDUCATION

GENERAL EDUCATION

GRADES 10-12

A CAREER DEVELOPMENTAL PROGRAM

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EDUCATION & WELFARE
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CAREER AWARENESS
SELF AWARENESS
APPRECIATION & ATTITUDES
DECISION MAKING
SKILL AWARENESS, BEGINNING COMPETENCE
ECONOMIC AWARENESS
EMPLOYABILITY SKILLS
EDUCATIONAL AWARENESS

White Bear Lake
Public Schools

CE003892

ED107767

GENERAL EDUCATION

GRADES 10-12

by

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CAREER DEVELOPMENT

Grades 10-12

An Exemplary Program
in
Career Education

Funded under the Provisions of Part D
of the Vocational Education Amendment of 1968
for
Independent School District #624
White Bear Lake, Minnesota

Ernest M. Thomsen, Superintendent
Ron Johnstone, Director Vocational Education

1973 - 74

Career Education

Learning Objectives and Learning Activities

prepared by

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General Education Units	Number of Objectives
Man, Motivation and Decision Making	7
Male and Female	3
Sexuality - Love and Commitment	6
Death and Old Age	5
American History	
Forging a Nation	3
North-South Conflicts	2
Westward Expansion	2
Any history unit	4
Electives	4
Miscellaneous	8
	44 Total

Man, Motivation and Decision Making

Learning Objective: Upon completion of this unit, each student will be able to identify at least five personal values he/she possesses and relate them to a possible career cluster.

Learning Activities:

1. The student will take the Hall Occupational Orientation Inventory, score the results and intepret the results. (Complete directions are on the packet.)
2. The student will discuss the interpretive results and agree with the findings or disagree stating examples of past behavior to support the statement.
3. The student will write an essay describing at least five qualities or values you know about yourself.
4. The student will describe some situations where this value or quality was apparent.

Learning Objective:

1. The student will identify some of the desirable and undesirable aspect of his present situation (school, home, athletic field, etc.), describe his relationship with people in that situation and make predictions about his behavior given hypothetical or real situations in his chosen area.
2. The student will select a career that interests him, identify which aspects of that career he likes and which aspects he doesn't like and make predictions about his behavior given a hypothetical situation.

Learning Activities:

1. The student will select which present condition he wants to describe and predict about and will select a career he is interested in.
2. The student will find or create situations that could occur in both his present condition and his future career.
3. The student will describe how he probably would act in each situation.
4. The student will compare in written form his two sets of predicted behavior for similarities and differences, trying to establish behavior patterns.
5. Based on what he learned earlier in this unit on motivation and human behavior, the student will try to analyze what defenses or needs are affecting his decisions and behaviors.

Learning Objective: The student will be able to identify one or more of the concepts from this unit (self concept, personality theory, motivation, decision-making and dependencies), apply them to some of his activities in his personal life, and predict how this knowledge about himself will affect his career selection.

Learning Activities:

1. The student will select a project related to the concepts of this unit and apply it to careers.
2. The student will hear a lecture by an employment counselor on how self concept fits into what job or occupation you pursue.
3. Write a research paper describing what kind of a self concept one would need for a career he or she is interested in.
4. The student will share findings with members of the color group.

Learning Objective: The student will become aware of different specific occupations that exist to serve the chemically dependent.

Learning Activities:

1. The student will take a field trip to a treatment center.
2. The student will prepare interview questions.
3. The student will interview job holders.
4. The student will study the qualifications for any occupation he or she finds interesting.

Learning Objective: At the beginning of this unit or any unit, the class will brainstorm all of the jobs that could be related to the unit, and then categorize them into career clusters requiring specific skills.

Learning Activities:

1. The student will join group related to the career cluster he or she is interested in.
2. The student will present a group project (slide show, report, etc.) describing some careers in the cluster. Description should include salary, education needed, etc.
3. The student will evaluate the projects of groups other than his or her own.

Learning Objective: Through articles and guest speakers and field trips the student will be given the opportunity to study one company's efforts in helping employees deal with alcohol and drug abuse problems.

Learning Activities:

1. The student will select a company such as 3M, Burlington Northern, White Bear School System, etc.
2. The student will interview the individual in charge of personnel problems and determine their availability to help their employees with such problems.
3. The student will compare the programs of different companies.
4. The student will write research papers based on case studies of fictional or real employees who were or were nor treated and helped by companies.

Learning Objective: In small groups of 5-6 students, the student will identify and describe one person who has been a significant person in his or her life.

Learning Activities:

1. The student will interview "significant person" as to attitudes, activities, aspirations, values and especially career.
2. The student will present the findings or data to a larger group of students.

Male - Female

Learning Objective: At the end of the unit entitled, "Man - Woman, Created He Them", the student will be able to match with 90% accuracy the job descriptions with their titles of ten people who work within the field of human sexuality.

Learning Activities:

1. The student will prepare interview questions (done by individuals or Small Group).
2. The student will interview a person working within the field of human sexuality.
3. The student will discuss the mental or emotional problems involved in the demands of their job, i.e. counselor or doctor dealing with abortion, tracing down V.D. carriers, counseling promiscuous individuals.

Learning Objective: After reading on "physical qualifications" in the world of work and on job descriptions, the student will discuss whether physical characteristics of males and females determine job placement.

Learning Activities:

1. The student will use Dictionary of Occupational Titles.
2. The student will read articles on physical qualifications for jobs and on job descriptions.
3. The student will read handout on "Discussion Techniques".
4. The student will select a discussion leader.

Learning Objective: The student will apply his knowledge about the effects of birth control on population trends to its effect on the job market. He will test such generalizations as "population and technology are such that we will soon see a 25 hour work week - retirement at age 45, etc."

Learning Activities:

1. The student will have to search for data - statistics on population, unemployment, employment, job market for the past 30 years or so.
2. The student will interview workers in many fields to see their attitude about the effects of population on their career. (These are to be treated as generalizations or attitudes, not hard data.)
3. The student will select 2 or 3 patterns or similar generalizations about what will happen.
4. A few selected students will in teams choose one of the alternatives from #3 and gather data to support the theory.
5. A panel will debate the 2-3 alternatives.
6. The audience will select the theory they find most believable and describe in details why they feel as they do.

Sexuality - Love and Commitment

Learning Objective: Given an article on the working wife and mother, the student will critique the article and compare his or her observations with the observations made by authorities in the world of work.

Learning Activities:

1. The student will read an article on the working wife and mother.
2. The student will use the Reader's Guide to Periodical Literature.
3. The student will discuss the article.
4. The student will write a critique of the article.

Learning Objective: The student will compare historically at least 3 aspects of male and female job trends in terms of salaries, job availability and role stereotypes as they have existed in American society.

Learning Activities:

1. The student will read and discuss article, The Womanly Image.
2. After unit Female of the Revolution, the student will compare the place of the female today with the revolutionary female.
3. The student will view and discuss the filmstrip, "Work of Women".

Learning Objective: The student will select a job or an activity that usually is associated with a member of the opposite sex and identify problems that may occur for himself or herself in that activity, and how he or she would respond or react in that situation.

Learning Activities:

1. After learning about and discussing masculine and feminine roles, the student will select one job or one activity ascribed to the opposite sex.
2. The student will list the problems he or she may encounter.
3. The student will attempt the activity or interview for the job or interview someone in that job asking how they would feel, etc.
4. The student will summarize (oral or written) their feelings when they stepped into an area usually reserved for the opposite sex.

Learning Objective: The student will be able to explain at least five kinds of job discrimination which exist against males and females in American society.

Learning Activities:

1. The student will listen to a lecture on "discriminative employment data."
2. After being given two salary schedules (unlabeled as to male or female), the student will project what factors could account for the differences in schedules. (Hilda Taba II)
3. Same as above but students are given job placement schedules of male and female.

Learning Objective: The student will be able to list and explain at least 5 problems males and 5 problems of females when combining a marriage and a career in American society.

Learning Activities:

1. The student will listen to panel of married men and women who both are employed outside the home.
2. Students read articles and discuss these in terms of problems seen.
3. The student will discuss the implications of "A new law is passed which specifies that all married males and females must be employed outside the home for eight hours per day". (Hilda Taba III)

Learning Objective: After making a list of the factors to be considered in considering marriage, discuss the interrelatedness of occupational life, family life and recreational life.

Learning Activities:

1. The student will read articles on marriage, occupational life, family life and recreational life.
2. The student will interview a married person.
3. The student will share interview in small group.
4. The student will participate in values clarification activities related to marriage and work.

Death and Old Age

Learning Objective: After completing the unit entitled "Death and Old Age", the student will be able to present at least four arguments as to whether there exists age discrimination in the job opportunity field today.

Learning Activities:

1. The student will listen to panel of senior citizens.
2. The student will view filmstrip,
3. The student will read articles in packet.
4. The student will interview senior citizen.
5. The student will participate in a field trip to a nursing home and work or talk with a senior citizen.

Learning Objective: The student will interview a senior citizen who has a new job after retirement and will list the advantages and disadvantages of such a situation.

Learning Activities:

1. The student will prepare interview questions (individually or as a group).
2. The student will discuss results of interview in small group.
3. The student will invite senior citizen to participate in small group discussion.

Learning Objective: At the end of the unit, "Death and Old Age", the student will be able to describe the occupations of ten people who work in the fields of death and old age.

Learning Activities:

1. The student will interview a funeral director.
2. The student will visit a home for the aged and observe workers.
3. The student will visit a crematorium.
4. The student will use Dictionary of Occupational Titles

Learning Objective: After reading "Death of a Hired Hand" by Robert Frost, the student will discuss the effects of aging of a worker on attitudes of employer and co-workers.

Learning Activities:

1. The student will read "Death of a Hired Hand".
2. The student will read handout on "Discussion Techniques".
3. The student will participate in discussion.
4. The student will read one other poem on the topic of death.

Learning Objective: Upon completion of this unit, the student will explore the retirement plan of a specific job and its effect upon lifestyle.

Learning Activities:

1. Based upon the Hall Inventory, Occupation Guide or an alternative source, the student will choose a job that he or she might personally consider.
2. The student will design at least ten questions concerning retirement plans that he can use as a basis for an interview.
3. The student will interview a personal acquaintance who has a job, that the student would like.
4. The student will present orally the results of their retirement survey to the class.
5. Based upon the information obtained about retirement, the student will write a one-page paper explaining how the survey affected his views about the job that he chose.

American History

"Forging a Nation"

Learning Objective: After reviewing the Equal Rights Amendment, the student will be able to distinguish three ways the amendment could affect their particular career choice.

Learning Activities:

1. The student will have taken the Hall Inventory. Using the results of this inventory, the student will choose a general career area that is of interest to him.
2. The student will read a job description from Occupation Guide or an alternative of his choice and use that job description as a basis of discussion for affects of the Equal Rights Amendment.
3. The student could interview an adult who has a job that he or she would like and discuss how the equal rights movement has helped or hindered his or her position.
4. Using the information gained from reading or interviewing, the student will participate in or listen to small group debate on the pros and cons of the Equal Rights Amendment.

Learning Objective: Upon completion of this unit, 60% of the students will be able to identify at least three reasons that high employment rates are important in a democratic society.

Learning Activities:

1. The student will pick an occupation of interest (based on the Hall Inventory or the Occupation Guide) and identify at least one contribution that occupation makes to American Society. (i.e. What is produced, what services are provided, what activities are initiated.)
2. The student will describe situations that could occur on the job which can be resolved using democratic procedures.
3. In a written paragraph, the student will predict what would happen to their job if no one came to work besides him or her.
4. The student will try to analyze how the Bill of Rights relates to government programs designed to assist the disadvantaged to secure employment and to learn marketable skills.

Learning Objectives: The students will read about and interview people in the legal profession and be able to write in at least one paragraph about their qualifications for their profession and how it relates to the U. S. Constitution.

Learning Activities:

1. The student will investigate different appropriate occupations.
2. The student will report to the group on one occupation.
3. The student could take a Civil Service examination to find out if he or she would qualify for any job that directly owes its existance to the United States Constitution.

"North-South Conflicts"

Learning Objective: After identifying how industrialization during the post-Civil War era changed the economic and social structure of this country, the student will be able to analyze how technology affected a selected career cluster.

Learning Activities:

1. In small group the student will list what general changes advanced technology made in every day life.
2. Based upon the list of changes, a group of students (4-5 in a group) will choose a general occupational area (i.e., medicine) and compare pre-Civil War medicine to post-Civil War medicine.

Learning Objective: The student will better understand the employee/employer relationship and the advantages and disadvantages of being one or the other after interviewing and reading about one of each. The student will be able to discuss and relate the development of (as seen in this unit) the realization of various responsibilities of employers and employees to each other and the public.

Learning Activities:

1. The student will study the background of a local labor dispute.
2. The student will invite a representative of each side to explain his or her position.
3. The student will form a "Suggestion Committee" to try and "solve" the dispute taking into account the responsibilities of each group to the other.

"Westward Expansion"

Learning Objective: Upon completion of this unit, the students will be able to analyze how development of the country affected the development of one of the following industries: fur trading, mining, cattle industry, railroad industry.

Learning Activities:

1. After reading assignments from People Make a Nation or alternative sources, the student will be able to identify three reasons that one of the above industries played an important part in the development of the West.
2. Using one of the above industries each student will analyze the status of the industry in contemporary American Society by writing a two-three page paper, including what skills are necessary for entrance into that industry, what potential there is for advancement, and what employment benefits exist.

Learning Objective: The student will investigate the question of when "land use" becomes "land exploitation" through reading and interviewing resource people and find out about their occupations.

Learning Activities:

1. The student will question guests in relation to objectives.
2. The student will research a land use problem (example : Reserve Mining - Minn.)
3. The student will interview a local zoning administrator.
4. The student will interview the leaders of a lobbiest group, (example: Marina Towers, White Bear Lake) concerning a land use problem.

Any of the Units

Learning Objective: Through field trips to museums, historical sites and Historic monuments the students will have the opportunity to interview the employees at these institutions in regard to their careers and be able to orally or in written form, describe at least five career aspects about that occupation.

Learning Activities:

1. The student will prepare interview questions and record answers by tape cassette.
2. The student will write an analysis for those occupations citing supply and demand, educational experience needed and possible income.
3. The student will share information learned with members of small group.

Learning Objective: Through cooperation with museums and historical sites, the student will be given the opportunity to study or do historical research by participating in archeological digs, for example, and then evaluate his or her experience as to whether he or she would like a job in that field of work.

Learning Activities:

1. The student will participate on a volunteer basis or special agreement for a museum field experience.
2. The student will list the advantages and disadvantages of this type of work.
3. The student will make an evaluation as to how he or she would relate to this job.
4. The student will share information in small group.

Learning Objective: Students will be aware of the career opportunities loosely related to history or how hobbies and avocations can turn into careers. For example, antique collectors specializing in cars, or Park Rangers or construction workers on historical restoration of a certain area, may be called as guest speakers.

Learning Activities:

1. The student will listen to guest speakers who will demonstrate their job or vocation through discussion, film, slides or other video media.
2. The student will question guest speakers on training, education and supply and demand for such jobs and vocations.

Learning Objective: Given the chance to interview an archeologist, anthropologist or an author, the student will be able to describe orally or written, at least five career aspects about that occupation.

Learning Activities:

1. The student will prepare interview questions.
2. The student will learn the job description as specifically defined by the resources. (Salary ranges, availability of occupation, location of occupation, possibilities for advancement, etc. should be included.)
3. The student will share information in small group.

Electives

CONSUMER HEALTH

Learning Objective: Upon completion of the elective unit entitled "Consumer Health", the student will describe at least three of the vocational opportunities within the field of Consumer Health.

Learning Activities:

1. The student will interview at least one person working within the field of Consumer Health.
2. The student will prepare interview questions.
3. Through articles, the student will be given an opportunity to explore career opportunities within this field.
4. The student will listen to speakers representing careers in the field of Consumer Health.

CONFLICT, STRESS AND HEALTH

Learning Objective: Students will read and critique several articles dealing with occupational stress and mental health and participate in at least one discussion based on it.

Learning Activities:

1. The student will read articles given out in the learning activity package.
2. Read the book entitled, Type A Behavior and Your Heart, by Friedmen.
3. The student will list characteristics of stressful individuals and what steps may be taken to change.

MENTAL RETARDATION

Learning Objective: The student will be able to describe the educational qualifications, the jobs, the problems and the capabilities needed for working with retarded citizens.

Learning Activities:

1. The student will work with retarded citizens for ½ day.
2. The student will visit Day Activity Centers for retarded citizens and interact within that Day Activity Center.
3. The student will listen to Mrs. Butcher from NEDAC explain job availability, qualifications, etc.

LOCAL GOVERNMENT

Learning Objective: After a study of local government, each student will be familiar with the educational background of the city manager, city planner, police chief, assistant city manager, city attorney, municipal judge and various other commissioners.

Learning Activities:

1. The student will listen to speakers.
2. The student will read articles on city government.
3. The student will interview local government officials.

Miscellaneous

Learning Objective: The student will write one paragraph containing at least three statements discussing the education needed, the salary range and some advantages and disadvantages of a particular career.

Learning Activities:

1. The student will use Occupation Guide, SRA Career Box or alternative source.
2. The student could interview a person in career selected.
3. The student will share information in small group.

Learning Objective: The student will write down at least five values one would have to hold related to a certain career and discuss them with one other student and the teacher.

Learning Activities:

1. The student will participate in values clarification activities.
2. The student will share career related values with one other student or with teacher.

Learning Objective: The student will write at least three of the transitions or changes he expects to make as he transfers from school and part-time employment to full-time employment.

Learning Activities:

1. The student will interview former students who have recently made the change.
2. The student will participate in discussion of these transitions or changes.

Learning Objective: The student will choose one occupation of their choice and examine the potential development of conflict, ambiguity and overload as it relates to that occupation.

Learning Activities:

1. The student will interview an Employment Counselor.
2. The student will read articles.
3. The student will share information in small group.

Learning Objective: After selecting a book from list of "Vocations in Fiction and Non-fiction", the student will write a critical review emphasizing life style (work and non-work) of the working person in book.

Learning Activities:

1. The student will participate in "Book Talk" given by Media Specialist.
2. The student will study criteria of a critical review.
3. In small group, the student will talk about his or her working person.

Learning Objective: After reading or listening to Arthur Miller's "Death of a Salesman," the student will discuss the place of work and values in Willy Loman's life.

Learning Activities:

1. The student will list 10 quotes which reflect work values or contrasting value systems between characters.
2. The student will discuss how Willy's occupation affects his whole life style.
3. The student will write a paragraph describing a person that he or she knows who is somewhat like Willy.

Learning Objective: The student will read the short story, "Milkman's Boy", and discuss it. Emphasis will be placed on the subject of childhood fantasies of the world of work and the role those fantasies serve.

Learning Activities:

1. The student will discuss the world of work through the eyes of a child. (Should precede reading of the short story.)
2. The student will interview or observe (depending on age of child) one child of each sex.
3. The student will compare the children's dreams of what they want to do with the class findings.

Learning Objective: The student will compare the non-verbal kinds of skills needed for communication on the open range with skills needed in the Twin Cities Office of today.

Learning Activities:

1. The student will talk about kinds of sign language (smoke signals, etc.) used because of distance on the range during the early west.
2. The student will discuss the need for non-verbal skills because of closeness in today's world.